



Schools

AIR UNIVERSITY EVALUATION PROGRAMS

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

NOTICE: This publication is available digitally on the 42d Communications Squadron Website at: <http://www.maxwell.af.mil/42abw/42cs/>. If you lack access, contact the Publications Management office.

OPR: HQ AU/CFAE
(Mr Stephen Harris)
Supersedes AUI 36-2312, 3 Mar 97

Certified by: HQ AU/CFA
(Dr Dorothy D. Reed)
Pages: 5
Distribution: F

This instruction establishes policies, procedures, and techniques designed to implement evaluation programs in Air University (AU) schools. It complements information contained in AFMAN 36-2234, *Instructional System Development*; AFI 36-2301, *Professional Military Education*; AFI 36-2601/AUS1, *Air Force Personnel Survey Program*, AUI 36-105, *Faculty Development, Enrichment, and Evaluation*; AUI 36-2304, *AU Formal Schools*; AUI 36-2306, *Air University Curriculum and Program Review*; and AUI 36-2303, *Recognition of Outstanding Student Achievement*. This instruction applies to all AU schools and courses. A star (★) indicates changes since previous edition.

SUMMARY OF REVISIONS

This revision updates office symbols changed through AU Headquarters reorganization and reflects references to revised Air University Instructions (AUIs). This revision also establishes a network of evaluation points of contact (paragraph 3.14); requires the addition of two questions to be included in end of course surveys (for short courses) and end of year surveys (for long courses) for use as institutional effectiveness data (paragraphs 4.1.5, 4.1.5.1, 4.1.5.2); changes the annual requirement for schools to submit an evaluation plan to align with the program review process described in AUI 36-2306, *Air University Curriculum and Program Review* (paragraph 4.2); identifies need for school to maintain data sets and analyses (paragraphs 4.3, 4.3.3); identifies the Air Force Institute for Advanced Distributed Learning (AFIADL) role in non-resident course evaluation support (paragraph 5); and removes attachment 1 (Annual Evaluation Plan Schedule).

1. Evaluation Policy. The primary goal of evaluation in AU is to improve educational programs. Evaluation assesses the effectiveness and value of educational programs and their supporting elements, provides those findings to planners and managers, and provides feedback to faculty and students. All schools (courses) have a formal system of internal evaluation. In addition, courses of

more than 15 academic days must have a formal system of external evaluation. Each school ensures its evaluation program provides sufficient and appropriate data for curriculum improvement and institutional effectiveness purposes. External evaluation of international officer graduates is not required.

1.1. Internal Evaluation. Internal evaluation pertains to evaluation of the academic program. It includes evaluation of students, guest and faculty speakers, instruction, instructional media, curricula, and supporting facilities and services that contribute to the educational effort.

1.1.1. Faculty Evaluation. The primary focus for faculty evaluation is to provide diagnostic feedback to faculty members to enhance their professional growth and development. A school's evaluation program includes, as a minimum, supervisory evaluations and student feedback. Further guidance is provided in paragraph 2.2 of AUI 36-105.

1.1.2 Student Evaluation. Student evaluation identifies and measures the amount and type of learning. It may involve such methods as pre- and post-testing, achievement testing, rating or ranking of individuals, and observing and critiquing performance.

1.1.3. Curriculum Evaluation. Curriculum evaluation identifies and measures variables related to the educational process such as content, alternative methods of instruction, instructional resources, and the degree to which stated objectives are achieved at the appropriate instructional level. AU schools should include both cognitive and affective learning objectives in their curricula. Write all cognitive and affective objectives at a level that is reasonably achievable by the end of the course of instruction. Observation-based anecdotal records and survey research are acceptable formats for measuring affective objectives.

1.2. External (Field) Evaluation. External evaluation consists of assessments of AU educational course or program effectiveness based on data gathered from sources outside the school. This data may include survey or interview comments solicited from HQ USAF, MAJCOMs, CBOA, course graduates, subordinates, and supervisors of graduates. When using sampling techniques, investigators should assure a valid sample. A valid sample requires an adequate number of responses which are representative of the research population. For more information on sample size, refer to AFMAN 36-2234, Chapter 7.

2. Student Records. All schools develop, maintain, and use student academic records for evaluation, research, planning, and related purposes. See AUI 36-2304, *AU Formal Schools*, paragraph 5, for specific guidance related to student records.

3. HQ AU/CF Responsibilities:

3.1. Provides oversight and advice on evaluation policy, procedures, and techniques.

3.1.1. Maintains a central point of contact for AU evaluation programs.

3.1.2. Reviews end-of-course, phase, survey, and other special analyses. In conjunction with a site visit, HQ AU/CFAE may review sample test items and related analysis data.

3.1.3. Advises on significant changes impacting school evaluation programs.

★3.1.4. Organizes and conducts meetings or workshops (as needed) to facilitate understanding and consistent practice of evaluation policies through an established network of evaluation points of contact (EPOCs) in AU schools.

3.2. Reviews and recommends improvements to evaluation plans submitted by AU schools.

3.2.1. Assesses validity, comprehensiveness, and consistency of school evaluation plans.

3.2.2. Recommends optional evaluation practices as needed in relation to the specific school or course.

3.2.3. Conducts and completes each evaluation plan review. Sends a formal response to commanders or commandants within 2 weeks of the submission date.

4. AU Schools Responsibilities:

4.1. Establish, document, and maintain a comprehensive evaluation system for all resident and nonresident courses of instruction, including technology-based distance learning courses. Within a comprehensive evaluation system, schools ensure internal policies and procedures provide adequate test security measures. Evaluation systems for all AU programs include one or more of the following:

4.1.1. Student achievement of learning objectives (formal testing). Programs which grant degrees, have formal accreditation relationships, award Air Force Specialty Codes (AFSC) or commissions officers must include assessments of student achievement. These programs are typically AU graduate education, PME, OTS, AFROTC, technical training, and select PCE environments.

4.1.2. Student and instructor-supervisor feedback on faculty performance, as described more fully in AUI 36-105.

4.1.3. Student feedback on instructional techniques, methods, content, and course sequencing.

4.1.4. Surveys of course graduates, supervisors, etc. regarding their perceptions of course adequacy.

★4.1.5. Other areas necessary to assess and improve course or program effectiveness. The following areas should be addressed in end-of-course (EOC) surveys for short courses (e.g. SOC, AIS, CADRE and CPD courses) or end of year (EOY) surveys for long programs (e.g. AWC, ACSC and SAAS) to provide institutional effectiveness data for Air University:

★4.1.5.1. How well the school's mission was accomplished

★4.1.5.2. The overall effectiveness of the instruction provided. To keep the data uniform, it is suggested that the school use a 5-point Likert scale with the following descriptors - outstanding, excellent, satisfactory, marginal, unsatisfactory.

★4.2. AU schools and courses forward an evaluation plan to HQ AU/CFAE as part of the formal Air University program review process that is required by AUI 36-2306. A hard copy of these plans will be kept in the HQ AU/CFAE office and are a key part of the AU Institutional Effectiveness effort. The plan should include a background paper describing the purpose and scope of the evaluation system with the following applicable materials attached.

4.2.1. Implementing instructions, policies, and procedures concerning internal and external evaluation programs.

4.2.2. Sample internal evaluation critique instruments such as block, area, phase, end-of-course, and end-of-school instruments.

4.2.3. Sample graduate, supervisor, or other survey instruments. This is in addition to the approval procedures and requirements outlined in AFI 36-2601/AUS1.

4.3. Develop and maintain end-of-course (short courses), end of year (long programs) and phase analyses, survey analyses, and other special evaluation analyses. Upon request, be able to forward to HQ AU/CFAE or HQ AU/CFAI these data sets and analysis summaries. Electronic versions are requested. Schools or courses requiring special submission procedures of analyses may coordinate such options with HQ AU/CFAE and HQ AU/CFAI. Comprehensive analyses typically include the following:

4.3.1. Class dates, student demographics, and when relevant, special curriculum changes for a given class. Notable facility impacts or other occurrences should be noted for documentation purposes.

4.3.2. Raw number of responses, percentage of response, a description of the research method (interview, survey, etc.), key characteristics of the population, and limiting factors of the research.

★4.3.3. Quantitative data for scale points for every item and include a written analysis per item as warranted. Do not give averages of Likert scale values; percentage of response is a more valid measure. The quantitative section concludes with a summary. Comparison and trend data for identical items from end-of-course critiques and graduate or supervisor surveys may be displayed and analyzed.

4.3.4. A qualitative report on open-ended questions summarizing the trends of written comments. Where applicable, associate written comments to results obtained in the quantitative section.

4.3.5. Conclusions and recommendations that highlight key results, which note positives and negatives of the findings. Recommendations address actions for course improvement and become open action items for subsequent reports when necessary.

★5. **Non-Resident Course Evaluation Support.** The Air Force Institute for Advanced Distributed Learning (AFIADL) supports CEPME, SOS, and ACSC non-resident course evaluation programs through its Course Analysis Report (CAR) and through its test item analysis. AFIADL also provides

advice on other nonresident programs working through AU/CFAD, Chief, Educational Technology and AU/CFAE, Chief, Program Evaluation.

ROBERT E. KRIBEL, PhD
Chief Academic Officer